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ABSTRACT

This book addresses broad issues related to flexible learning in higher education and provides specific examples of how one institution of higher education is implementing more flexible patterns of teaching and learning. The Flexible Learning Initiative, established at Loughborough University of Technology in England, provides an environment which facilitates student involvement and responsibility for the learning process. The book brings together the collective experiences of staff from a variety of departments and subject areas and examines conceptual as well as practical issues in relation to flexible learning. Papers include: "Flexible Provision for Student Diversity" (Keith Hodgkinson); "Flexibility in Course Structures" (John Costello); "Flexible Learning and Information Technology in Higher Education" (Phil Wild); "Off-Site Support for Flexible Learners: Learning in No Man's Land" (Alison Smith and Winnie Wade); "Course Guides for Flexible Learning" (Keith Hodgkinson); "Flexible Learning and the Library" (John Arfield); "Coping with Larger Classes: Flexible Learning in Geography" (Ed Brown and Jonathan Beaverstock); "A Flexible Learning Strategy for Design and Technology Students" (Joyce Cubitt and others); "A Flexible Learning Scheme for a First-Year Mathematics Module" (Peter Lewis); "A Self-guided Information Technology Profile for Student Teachers in Primary Schools" (Keith Hodgkinson and Phil Wild); "A Business School Approach to Flexibility in Course Provision" (Alison Smith); "A Distance Learning Programme for Design Engineers" (Ian Wright); "Flexible Learning in English" (Brian Jarvis); and "Student Opinion of Flexible Teaching and Learning in Higher Education" (Richard Clark). (Each paper contains references.) (JDD)